

Childminder report

Inspection date: 17 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder plans a variety of activities, which cover all seven areas of learning. Activities are based on children's interests and are focused, overall, on what children need to learn next. This supports them to develop their knowledge further. Refinements are required to current assessment systems to use information even more effectively to inform teaching. Children develop positive attitudes to their play and are eager to learn while playing with the childminder. They happily engage with her during a construction activity, looking at the shapes they have used to make a castle. The childminder is enthusiastic and interacts well with the children. She encourages them to share and test their ideas as they play together. Children enjoy lots of outdoor activities and trips with the childminder. When children first join the childminder's setting, she gains information from parents about children's learning. This enables her to plan appropriate activities for them from the outset. The childminder has established a two-way flow of information with parents about children's care routines. Children behave well. They are happy, confident and settled. Children are independent and enjoy choosing their own play. They willingly follow instructions and benefit from lots of praise.

What does the early years setting do well and what does it need to do better?

- Overall, the childminder has high expectations for children. She ensures most activities on offer are challenging and she joins in with children's play well.
- Children learn and develop across a broad range of areas through generally well-thought-out activities. The childminder regularly checks what children know, understand and can do. She uses this information, and discussions with parents, to decide what children need to learn next. However, systems for assessments and tracking do not consistently identify gaps in children's learning to better inform teaching and achieve even better developmental outcomes.
- The childminder follows children's interests as they play and supports child-led activities well. For example, she joins children as they play with the cars and race each other to see who wins.
- The childminder encourages children to develop their thinking skills and test their ideas. For instance, children are eager and motivated to find out how magnets work as they experiment with them using different surfaces.
- The childminder encourages children to be independent. For example, they enjoy carrying out small tasks such as tidying up, as well as managing their own personal needs. Children develop healthy lifestyles as the childminder provides opportunities for physical activities. Children enjoy regular trips to the local parks and into their community.
- The childminder is ambitious in providing high-quality care and education. She uses effective methods for self-evaluation. The childminder recognises that she has gaps in her knowledge and skills and needs to improve these through

training to benefit children's outcomes.

- The childminder uses effective teaching skills when playing with children, such as developing their language acquisition. She introduces vocabulary and clearly explains what new words mean. For example, while reading a story, she enthusiastically explained why ostriches bury their heads in the sand.
- The childminder supports children's literacy skills as they share books together. Children enjoy regular story time with the childminder, as well as regular trips to the library. The childminder encourages children to use their phonic knowledge as they recognise familiar letters. This supports children's early reading skills.
- The childminder supports children's understanding of mathematical concepts well. She encourages children to count and to recognise numbers and shapes. Children enthusiastically talk about numbers that are special to them and their friends.
- The childminder works well with other settings the children attend. She shares information about what the children can do and enjoy at her setting. She engages with the current themes of other settings to support children's continual learning. For example, she enhances what children are learning at pre-school with activities and trips to the library to support learning about their current topic.
- Partnerships with parents are strong. The childminder regularly shares what children know and can do with them, offering suggestions of how to support their learning further at home.
- Children behave well. The childminder supports children to share and take turns. She shares stories to support children to understand their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge of how to protect children from harm and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on her role and responsibility with regards to keeping children safe. The childminder knows the procedure to follow should an allegation or complaint be made against her. She keeps her knowledge up to date. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- refine the use of observations and assessments to better inform teaching and achieve even higher outcomes for all children
- seek further professional development opportunities and use the knowledge gained to help further raise the good quality of education.

Setting details

Unique reference number	EY547412
Local authority	Bexley
Inspection number	10133694
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Welling in the London Borough of Bexley. She is available to work Monday to Friday, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector and the childminder discussed children's learning and progress.
- The inspector observed the childminder's teaching during activities with the children.
- A meeting was held between the inspector, the childminder and parents, to seek parents' views.
- The inspector looked at a sample of documents, including parents' feedback, safeguarding procedures and suitability records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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